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# THE SPELL-TO-WRITE

SPELLING  
BOOKS

SUHRIE AND  
KOEHLER

WORDS  
COMMONLY  
USED IN  
WRITING

BOOK ONE  
FIRST AND SECOND YEARS

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THE  
SPELL-TO-WRITE  
SPELLING BOOKS

BY

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PHILADELPHIA

ILLUSTRATED BY

FREDERICK RICHARDSON

*THAT HE WHO WRITES MAY SPELL*

---

BOOK ONE

---

THE JOHN C. WINSTON COMPANY  
PHILADELPHIA CHICAGO

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✓

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## FOREWORD

The aim of the authors in the preparation of this series of textbooks is expressed in the title—**The Spell-to-Write Spelling Books**. Generally speaking, a knowledge of spelling is necessary only in connection with the act of writing. In these books, therefore, the effort is made to insure the mastery of those words which are commonly used in writing.

**Selection of Words.** It is not intended that the words included in this series should provide an exhaustive vocabulary for any given individual. They do, however, make up a basal writing vocabulary which will meet the ordinary needs of most people. Their selection results from a comparative analysis of available scientific studies relating to the writing vocabularies of both children and adults. The introduction of each word has been determined by the application of two fundamental principles: (1), present need for the word on the part of the pupil and (2), probability of continued use of the word by the pupil *in writing*. Words limited in their use to the reading or to the hearing vocabularies of most individuals are omitted. Definite provision, however, is made for the training of each pupil in a method for acquiring the correct spelling of the words which he individually needs in his writing but which are not included in a basal writing vocabulary.

**Gradation of Words.** In so far as possible, words are introduced in anticipation of the child's immediate writing needs, and in the associations in which he naturally comes to use them in spontaneous or in well motivated written work.

**Review of Words.** Adequate provision is made for the



review of all words which present spelling difficulties. Some words present no difficulties and therefore require comparatively little attention. Others need frequent repetition and drill. These words are made to recur in the text at intervals of increasing length, and with a frequency which bears a somewhat definite ratio to their relative difficulty. In order to ascertain the relative difficulty of the words in this basal vocabulary, a prolonged and somewhat exhaustive investigation was made of the comparative frequency with which these words were misspelled by many thousands of school children in their written work.

**Illustrations.** For the purpose of stimulating children in the development of their writing vocabularies, a great number of attractive illustrations have been included. They provide familiar topics for informal discussion in the earlier years and for written composition as soon as writing becomes part of the child's school activity. The words and phrases associated with the pictures will help the children to tell the stories in idiomatic English. Such exercises, properly motivated, become the basis of letter writing and other spontaneous written composition and tend to fix the correct spelling of new and difficult words by their natural and frequent use *in writing*.

**Typography.** The fundamental importance of conserving the eyesight of school children has led to the selection of much larger type than is ordinarily used in textbooks. The spaces also are wider than in most books for children. Eye-strain is thus reduced and the correct visualization of letters and word forms is made more certain. The typographical standards maintained throughout the series fully meet those set up by the American School Hygiene Association.\*

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\* In this connection the following statement to the authors from Dr. William H. Burnham, Chairman of the American School Hygiene Association Committee on the Standardization of School Books, is of interest:

**A Method for Study.** At the beginning of each year the student is given a method for study suited to his grade. Throughout the series there is a cumulative recurrence of suggestions and directions for independent study. These suggestions aim to help each pupil:

- (1) To diagnose his spelling difficulties.
- (2) To search for associations to fix the correct spelling of difficult words.
- (3) To review words with a frequency which corresponds to the degree of their difficulty *for him*.
- (4) To make use of the dictionary.
- (5) To acquire a method for learning to spell new words as he comes to need them in his writing, either while in school or after leaving school.

Throughout the series the pupil is given definite help in the formation of habits of study which are economical and effective.

**Manual for Teachers.** The handbook for teachers presents (1) a simple statement of the principles of teaching which may be applied in preventing and in correcting faulty spelling, (2) a method for teaching spelling lessons in the several grades, and (3) definite help in the teaching of words which present special difficulties.

All words in any given lesson in the text are reproduced under a corresponding lesson number in the Manual. Upon the initial appearance of each word in the text, its pronunciation and syllabication are given in the Manual. The special difficulties of many of these words are indicated

---

"The need of larger type in books for the lower grades is not a matter of opinion. It is important that possible eye-strain be avoided in case of all children. Furthermore, in the early grades a large percentage of the children have undeveloped or hyperopic eyes. On account of the shortness of their arms, it is not possible for some of these children to hold the book as far away from the eyes as would be necessary to enable them to read normally without special accommodation. In such cases great eye-strain results."

by boldface type. This diagnosis of words is the result of an investigation made with the cooperation of teachers in more than a thousand schools, urban and rural, widely distributed throughout the country. Many thousands of misspellings were collected and classified as to (1) the grade in which they occurred, (2) the variations in form, and (3) the probable causes. Upon the introduction of each of the most troublesome words into the spelling text, there are given in the Manual suggestions concerning preventive and corrective treatment.

For some years past, leading educators have urged the preparation of a manual for teachers in accordance with the foregoing principles. The statement of principles applicable in the teaching of spelling, the type lessons suggested for the several grades, and the cautions and suggestions associated with individual words should tend to make the teacher's daily preparation less difficult and more effective.

**The Spell-to-Write Spelling Books** are the result of years of research in the university seminar and of experimentation in the elementary school as a laboratory. The Manual has been prepared in response to the universal call of teachers for definite help in the teaching of spelling.

AMBROSE L. SUHRIE.

ROBERT PHILIP KOEHLER.

**THE  
SPELL-TO-WRITE  
SPELLING BOOKS**



**BOOK ONE**

**FIRST YEAR**

## TO THE CHILDREN:

Did you ever write a letter to Santa Claus?

Did you have to ask mother to spell some of the words for you?

Santa Claus, and other folks too, are pleased to get letters with all the words spelled just right.

Some day you will want to write letters to your friends and stories for your class.

Then you will need to be a good speller.

On the next page Mr. Rabbit is teaching the girl and the cat how to spell.

This is what he has told them to do:

**Take a good look at the word.**

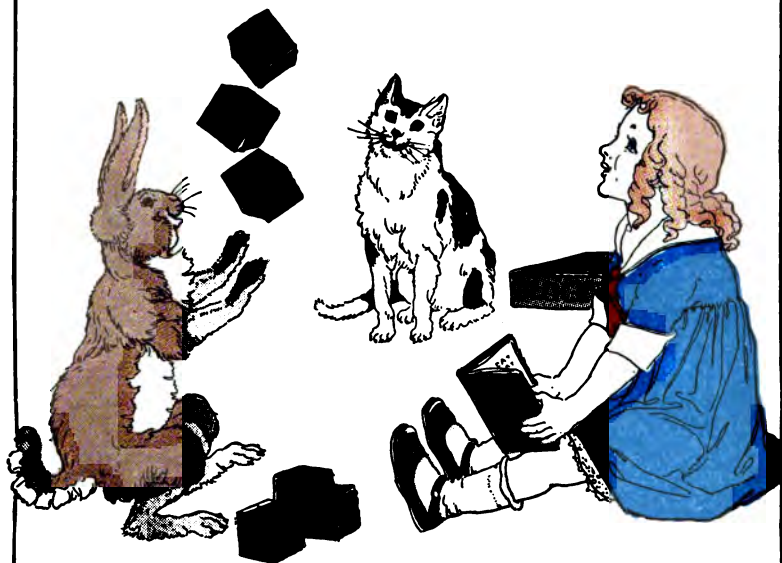
**Then say it.**

**Then spell it several times.**

# THE ALPHABET

## SMALL LETTERS

a b c d e f g  
h i j k l m n o p  
q r s t u v  
w x y z



# THE ALPHABET

## CAPITAL LETTERS

A B C D

E F G

H I J K

L M N O P

Q R S

T U V

W X Y Z

Read page 2  
and let Mr. Rabbit  
teach you to spell.

1

the

his

her

2

3

4

at

an

his

cat

can

her

fat

man

the

hat

pan

can

sat

ran

fat

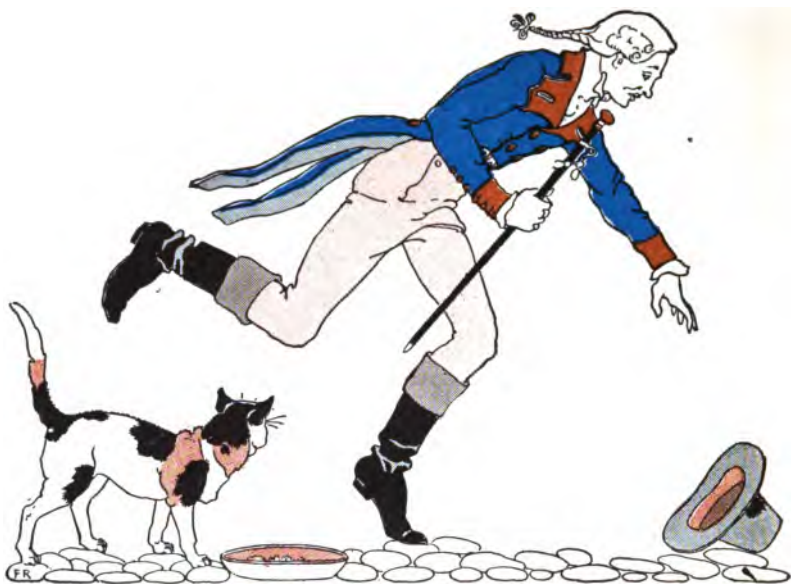
5

my

after

is





6

The man ran after his hat.  
The cat is at her pan.

Try to make up a story  
of your own about the picture.

7

the	ran	fat
man	after	cat

8

his hat	her pan	
is	after	my

9

hen	at	an
men	fat	can
ten	sat	ran

Don't forget what Mr. Rabbit  
told the little girl to do.

10

his

her

the

mamma

papa

hen

11

on

away

saw

12

13

14

all

saw

get

ball

ten

let

call

men

met

fall

is

pet

hall

after

set

tall

can

wet

wall

away

yet

15

mamma	saw	bad
papa	her	had

16

the  
tall  
man  
ran  
away

17

call  
his  
mamma  
papa  
had

18

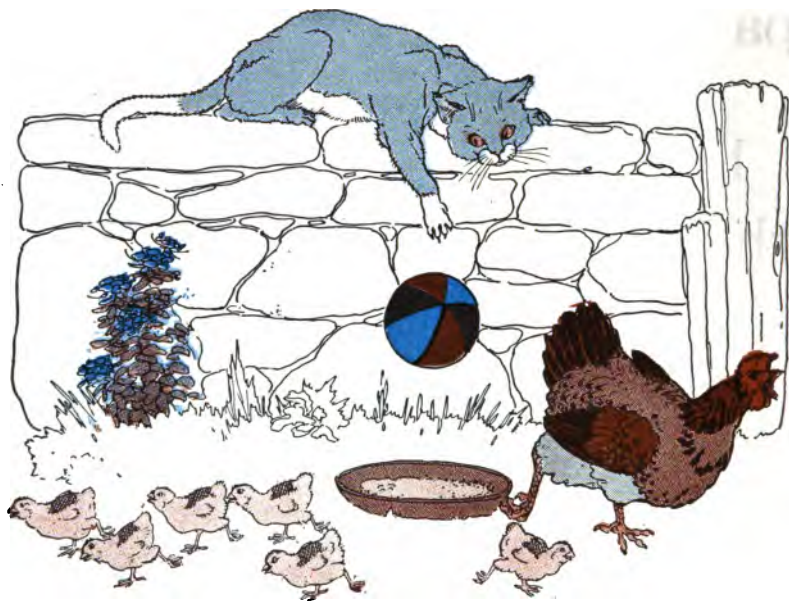
saw  
men  
bad  
the  
fall

19

did          it          have

Did the man get his hat?

20  
on the wall  
ran away had a fall



Tell the story you see  
in the picture.

You may use any words  
you would like to learn to spell.

21

bell  
fell  
sell  
tell  
well

22

after  
my  
pet  
papa  
mamma

23

ten  
can  
get  
did  
have

24

he  
she  
me

bell  
sell  
tell

met  
wet  
yet

25

Did the cat have a ball?  
Did she let it fall?

26

old  
cold  
gold  
hold  
sold  
told

27

bad  
bell  
call  
get  
saw  
me

28

and  
band  
hand  
land  
sand  
stand

29

The cat had her ball  
on the wall.  
She let it fall.  
It fell  
and the old hen ran away.

30

all

ball

call

get

met

set

31

bell

tell

well

has

have

had

32

band

land

sand

hold

sold

told

33

Find the hard words in the  
spelling lessons you have had.  
Study these hard words again.



34

boy  
toy

cold  
gold

hand  
stand

35

now  
how  
tall  
saw  
did  
her

36

lay  
day  
pay  
may  
play  
pray

37

band  
land  
sand  
fell  
sell  
tell

38

buy  
pay

bed  
fed

led  
red

39

fat  
man

his  
dog

my  
pet



40

What story does the picture tell? What spelling words have you had that will help you to tell the story?

41

you are	I am
play	pray
	your

42

boy  
has  
gold  
in  
hand

43

buy  
toys  
how  
now  
lay

44

led  
dog  
away  
told  
may

45

Is it a cold day?

Your hands are red.

How do you learn to spell a word?
-----------------------------------

46

am

are

have

has

had

you

your

me

47

wet

yet

did

stand

cold

fed

ten

he

48

bill

fill

hill

kill

mill

still

till

will

49

boy

will

buy

pet

may

say

stay

way

fill

kill

still

till

little  
bird

50  
he  
has

big  
bill

51  
it  
bit  
fit  
hit  
sit

52  
play  
pray  
she  
little  
bird

53  
one  
two  
three  
four  
five

how  
many  
are

54  
top  
of  
wall

say  
stay  
way

55

old  
birds

egg  
lay

in  
pin

56

best  
nest  
rest  
test  
west

57

two  
big  
boys  
buy  
toys

58

ring  
bring  
spring  
wing  
sing

59

see  
tree  
three

many  
cold  
days

best  
rest  
west



Try to think of a good name  
for this picture.

60

Look over the words on pages  
14, 15, 16, 17, 18 and 19.

Can you find any among them  
that are still hard for you?

What can you do to make  
them easy?

61

bring  
spring  
one  
two  
three

62

song  
long  
wrong  
four  
five

63

ring  
wing  
she  
saw  
dog

64

little  
bed

see  
sit

long  
wrong

65

The birds have a nest  
in the top of the tree.  
How many eggs  
are in the nest?



66

my  
father

his  
mother

her  
brother

67

way  
your  
has  
five  
you

68

bit  
fit  
hit  
big  
boys

69

am  
one  
buy  
eggs  
now

70

fast  
last

sing  
song

father  
mother

Why do you want to be  
a good speller?

71

ear  
dear  
hear  
near  
year

72

he  
me  
she  
the  
we

73

fast  
last  
saw  
pins  
four

74

The birds are singing  
in the trees.

Can you hear the song?

75

four  
brothers

dear  
sister

little  
girls

76

ear	best	bed
hear	nest	fed
near	rest	led
year	west	red

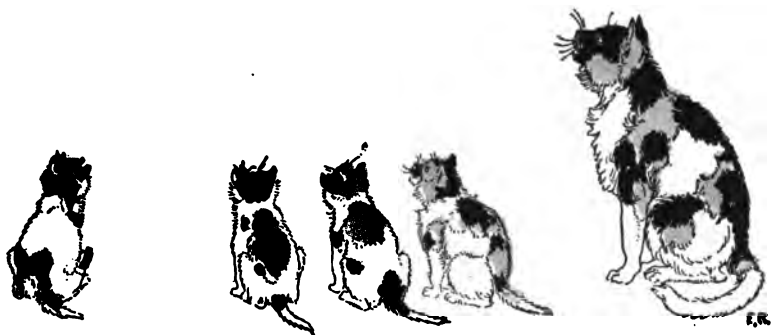
77

go	see	let
no	tree	pet
so	three	get

78

out	find	up
of	kind	in

Can you find a nest  
in the tree?



79

four

kittens

At last the little birds  
are out of the nest.  
One of the old birds  
is singing away.

80

girl  
have  
we

go  
so  
fast

ask  
what  
time

81

bake  
cake  
make  
take

got  
hot  
lot  
not

82

this  
yes  
my

is  
he  
dear

it  
was  
father

Some day you will want to write  
a letter. Read page 2 again.

83

find  
kittens  
time  
up  
what  
kind  
mother  
brother  
sister

84

take  
this  
make  
we  
yes  
your  
bring  
spring  
wing

85

was  
hot  
lot  
out  
ask  
bake  
cake  
long  
wrong

86

Can you hear  
what the birds say?  
“This is not a time  
to stay in bed.  
“It is time to get up.”

87

this  
way

do  
hold

ears  
hands

88

fun  
gun  
run  
sun

got  
ask  
kind  
what

dear  
hear  
near  
year

89

one man      three boys  
two dogs     four birds

How many do you see  
in all?



## 90

You have learned to spell many hard words.

Some of them you will find on the next page.

Review the words which have been hardest for you. Ask some one to test you on them.



# Review List

after	dear	his	sister
am	did	how	ten
and	egg	led	the
are	fast	little	this
ask	father	mamma	three
away	find	many	time
big	five	mother	tree
birds	four	now	two
boys	girl	one	was
brother	had	out	what
buy	has	papa	yes
call	have	saw	you
cold	her	see	your

**THE**  
**SPELL-TO-WRITE**  
**SPELLING BOOKS**



**BOOK ONE**

**SECOND YEAR**

## TO THE CHILDREN:

Do you want to become good spellers?

If you do, pay close attention every day to these rules:

1. Be sure that you can say the word before you try to spell it.
2. Take a good look at the word and spell it several times.
3. Close your eyes and try to see the letters in their places.
4. Review every day the words that have been hard for you.

This is the way to learn to spell the words you are going to need when you write letters and stories.

91

first

school

This is the first day  
of school.

92

cart  
start  
three  
four  
five

93

cry  
dry  
fly  
try  
why

94

has	house	spell
have	mouse	shell

Try to be on time.

Be sure to review  
the hard words on page 30.

dry	first	how
why	school	many
Do you hear the bell?		

rabbit	squirrel
hands	big
ears	bird
	two
	ducks



Tell the story you see  
in the picture.

You may need to use  
some of the words in this lesson.

began      has begun

one      started      first  
mouse      to school      time



98

came  
name

bring  
spring

spell  
house

99

making  
taking

go  
no

ringing  
bringing

100

each  
reach  
teach

and  
hand  
stand

took  
book  
look

101

cart  
rabbit  
duck

squirrel  
began  
had begun

came  
name  
game

# 102

full  
pull

reach  
teach

making  
taking

# 103

nail  
pail  
mail  
sail  
tail

# 104

ear  
dear  
hear  
near  
year

# 105

eat  
beat  
meat  
seat  
neat

# 106

with

under

Each one had a book.

The hen came with her  
book under her wing.



## 107

house  
school  
shell

coming  
making  
taking

came  
name  
game

## 108

cook  
look  
took  
book

mail  
nail  
sail  
tail

## 109

apples  
cry  
crying

basket  
fly  
flying

try  
trying

You can become a good speller  
if you will do as you are told  
on page 32.

# 110

full

pull

teach

teacher

boy

girl

# 111

bent

sent

went

# 112

each

reach

teach

# 113

pick

sick

tick

cook

look

took

beat

meat

seat

trick

thick

stick

# 114

her

brother

his

sister

little

baby



115

mother      ready      trying  
sent      to start      to reach  
under the tree      almost full  
basket of apples

Make up a story about the picture. Tell it to the class.

# 116

with	nail	pick
first	pail	thick
why	tail	stick

# 117

eat	coming	sick
neat	making	tick
seat	taking	trick

# 118

flying	bent	game
drying	sent	came
crying	went	name

## 119

almost	coming	fine
ready	began	mine
out	have begun	ripe

## 120

cook	hide
look	ride
took	side
book	slide

## 121

This is a day for review.

The teacher will give you a list of words that have been misspelled this year.

Drill yourself for a test on these words.

122

where  
there  
apples  
almost  
ripe  
began  
mail  
nail

123

but  
cut  
nut  
beat  
eat  
pulled  
pulling  
mine

124

blow  
snow  
crow  
throw  
grow  
slow  
row  
know

125

Where can we go  
to find some nuts?

I know where a squirrel  
has a fine old tree.

There are many ripe nuts  
on it.

# 126

come	hide	leg
some	ride	beg
under	side	but

# 127

fine	squirrel	each
ripe	hid	has
nuts	them	basket

# 128

give	come	with
gave	to	where
save	beg	there

Please, Sir, may we have  
some nuts?



## 129

### A Story to Play.

**Mr. Squirrel:** What are you doing under my tree?

**Boy:** We have come to beg some nuts.

**Mr. Squirrel:** I need all of them myself.

**Girl:** What will you do with so many nuts?

*Finish the story. Play it.*



130

almost	reached	making
seat	ready	taking

131

back	sack	black
pack	tack	track

132

every	word	
school	but	came
them	cut	name
began	has begun	

Turn back to page 32. Read it.

# 133

picture

story

Did the picture have  
a story in it?

# 134

black

beg

every

track

leg

word

# 135

know

where

come

throw

there

some

Never guess how to spell  
a word which you need to use  
in writing. Ask some one  
to write it out for you.

136

give

ride

dish

gave

side

fish

save

slide

wish

137

good

funny

started

basket

spell

almost

with

ready

138

back

bent

eat

sack

sent

meat

pack

went

beat

139

picture

almost

every

good

snow

word

story

blow

140

turkey

turkeys

please

grow

slow

some

crow

know

141

pie

where

fine

piece

there

mine

a piece of pie

Why should you review hard words?

142

hungry

happy

funny

fish

dish

wish

143

found

round

every

sick

thick

stick

144

potato

turnip

turkey

cook

book

look

145

ahead

along

piece

eat

come

pie

meat

some

playing house

# 146

does	they	them
potato	hungry	found
potatoes	happy	round

# 147

grandmother	grandma
grandfather	grandpa
Thanksgiving dinner	

# 148

If you have misspelled any of the words since lesson 121, review them and ask some one to test you on them.

149

funny      dinner      apples  
people      does      hungry  
What funny little people!

150

Who can they be?  
turkey      potatoes      coming  
ahead      turnips      along



## a Thanksgiving visit

Why are grandfather and  
grandmother so happy?

How can you play the  
story that the picture has  
to tell?





152

A story can sometimes  
be told by a picture.

Every picture in this  
book has a story to tell.

153

Try to find the story  
in each picture that you see.

154

When you have found  
the story, tell it as well as  
you can.

Are you keeping up  
your review of hard words?

155

almost  
making  
taking  
back  
black  
tack  
track

156

child  
children  
basket  
turkeys  
people  
potatoes  
does

157

Thanksgiving dinner

piece

dish

beg

pie

wish

leg

hid

hide

158

load

road

they

word

ahead

them

does

along

hungry

please

159

door

grandfather

fine

floor

grandmother

mine

160

block

where

each

clock

there

reach

How do you remember the spelling of **piece**?

Can you not work out a plan for remembering each word you have misspelled?

# 161

sled	drum	boots
child	give	grow
children	gave	know

a piece of cake

# 162

Christmas	stockings	
every	found	load
first	round	road

# 163

alone	asleep	
when	block	door
under	clock	floor



164

Do you know this funny  
little old man?

What is his name?

165

Santa Claus

working away almost done  
happy children fast asleep  
Christmas tree

166

horn	candy	sled
boots	doll	full
black	books	pack

167

carry	much	such
block	six	door
clock	stockings	floor

Why does he carry  
such a big load?

# 168

busy	down
they	grandpa
good	
them	grandma
people	

# 169

work	wish
worked	wished
working	wishing

# 170

went	much	round
sent	such	found
horn	load	alone
doll	road	asleep

How can you make spelling easy?

171

There was old Santa Claus  
busy at work.

We have eaten the candy  
and nuts that he left.

172

does  
dishes  
worked  
coming  
carrying  
every  
visit

173

keep  
deep  
peep  
ahead  
alone  
ready  
round

174

horn  
drum  
boots  
rabbit  
spell  
when  
where



175

busy  
children

sled  
shed

door  
floor

176

make  
take

lake  
shake

peep  
asleep

177

running	another	
deep	saw	much
keep	yes	such

Please give me a ride  
on your sled.

## 178

making	alone
taking	every
potatoes	asleep
dinner	working
hungry	stockings
people	candy
lake	visit
shake	under

## 179

Review once more the words that have been hardest for **you**.

Review the words **you** have misspelled this year.



180

ahead          afternoon

another ride

as fast as he can  
trying to keep up

having a good time  
down the hill    close behind

What can you do to make your spelling easy? Read page 32.

181

coat

cap

wear

snow

sled

ride

blow

shed

slide

182

bark

dark

keep

snowed

load

deep

snowing

road

183

arms around neck

fly

running

started

flying

along

having

184

house  
afternoon  
each  
where  
coming  
carrying  
close  
around

185

bright  
light  
might  
right  
fight  
night  
sight  
tight

186

Hold on tight  
with all your might,  
As we go flying  
down the hill.

187

made

like

liked

left

who

much

right

gives

such

188

has been

have been

drop

cap

coat

stop

clap

boat

189

sitting

jump

riding

down

around

bright

like

happy

light

Review the hard words often.

## 190

read  
reading  
went

lead  
leading  
each

leave  
bark  
dark

## 191

about  
arms  
neck

across  
deep  
keep

above  
alone  
made

## 192

doing  
hard  
card

done  
might  
right

does  
meat  
neat

When you study a new word  
write it out several times.

# 193

always	here	want
riding	leave	read
like	been	lead

# 194

morning	before
afternoon	behind
night	sitting
tight	leading

# 195

fire	melt	warm
about	across	above
close	drop	doing



196

Could you make a snow  
child who could run and  
jump about and play?

Should you like to try?

197

feet  
wear  
coat  
sled

198

should  
could  
would  
always

199

busy all morning  
had fun          night before  
white from head to foot



200

Do not run away from us.  
Please stop.  
Please come back.

We want you to stay here  
always and play with us.

Make up a beginning for this  
story about the picture.

201

goes  
going  
gone

does  
doing  
done

202

cheeks  
fire  
warm  
  
from  
running  
another

203

The children called again  
and again, but the snow  
child would not come  
back.

They ran after him, but  
they could not keep up  
with him.

204

small  
smaller  
card  
hard  
foot  
feet

205

were  
glad  
sled  
shed  
fight  
sight

206

soon  
moon  
bark  
dark  
much  
such

207

The snow child said,  
“Do you not know that if  
I stay here, I must grow  
smaller as the sun grows  
warmer?”

“My cheeks no longer  
will be full and bright.”

208

“Slowly I should melt,  
and at last there would be  
nothing left of me.

“I must hurry away to  
my home in the north.”

Soon he was out of sight.

209

hope often our just  
come back to us  
children said  
hope to see were so glad  
could run about

Look at every word carefully  
before you begin to copy it.

210

because  
again  
head  
who  
were  
always

211

car  
far  
once  
coming  
going  
goes

212

south  
above  
across  
doing  
does  
done

213

the warm south wind  
children were glad  
once again            had gone  
back to his home  
far in the north  
when            because            then

214

here  
there  
where  
before  
behind  
from

215

forget  
forgot  
corner  
gone  
often  
nothing

216

help  
held  
put  
hope  
our  
once

217

on that cold winter day  
child ran away  
                    will not forget  
now and then  
                    love him still

Finish the story about the  
picture on page 71.

## 218

better	than	both
close	because	hard
busy	corner	card

## 219

they know

does	piece	bank
done	pie	thank

## 220

aunt	uncle
always	helped
put	held
	coming
	having

Review every day the words  
**you** have misspelled.



221

waiting  
cross  
roads  
afternoon  
jump  
step

222

doing  
going  
aunt  
uncle  
house  
people



223

once there was long ago  
coming home lost her way  
did not know  
which way to go

224

very better going  
much than alone  
toad said must stay here  
a good fairy he could call  
would know where

Should you like to make up a  
fairy story to tell to the class?

Look at the picture and make  
up a story about this fairy.

## 225

clean  
wait  
baby

new  
car  
far

dress  
hurry  
carry

## 226

cross  
because  
often  
head  
foot  
feet

## 227

across  
along  
again  
always  
forget  
forgot

## 228

Review once again the words  
that have been hardest for **you**.

229

soap  
clean  
lost  
first  
fairy  
picture  
another

230

morning  
nothing  
having  
going  
riding  
helping  
has been

231

blue	aunt	visit
dress	uncle	very
new	north	dark
doll	south	said

## 232

city	made	does
some	help	hope
him	held	soon

## 233

doctor	busy	wait
we	car	bank
know	far	thank

## 234

our flag      our country

The flag that we love  
is the red, white, and blue.

235

ate  
gate  
late  
give  
said  
wanted

236

which  
corner  
dark  
city  
doctor  
because

237

bite  
white  
write  
wear  
clean  
dress

238

would  
better  
than  
new

should  
having  
made  
flag

could  
very  
just  
must

239

any

many

busy

people

both

before

240

grass

bunch

blue

flowers

bite

write

241

This is another day for review.  
Go over the words **you** have  
misspelled.

Try to work out some way to  
remember how to spell each  
hard word.

## 242

doctor	country
need	stop      ate
seed	drop      late

## 243

have to	have been
aunt	many      knows
uncle	any      better

## 244

already	among
again	salt      white
said	dig      write

Always keep in mind the rules  
on page 32. They will make  
spelling easy for you.





245

dandelion      yellow as gold  
holds up its head

Which is the wind  
that brings the winter?

Which wind brings  
the grass and the flowers?

## 246

leaf	early	stems
leaves	smallest	bunches
because	among	already

## 247

“The children are coming,”  
 The old flower said.  
 “If you want them to find  
 you,  
 Just hold up your head.”

## 248

Said one little flower,  
 “I’ll keep my face hid.  
 Then they cannot find me.”  
 And that’s just what  
 she did.

# 249

bush

branch

bushes

branches

stem

dandelion

seed

leaf

yellow

need

# 250

soap

piece

bowl

box

pie

cup

boxes

ate

both

# 251

only

other

easy

any

city

each

many

then

said

How often do you need to  
review a hard word?

How can you tell that a  
word is hard?

## 252

learned	lesson
already	could
among	would
cannot	should

## 253

burn	broke	leading
burned	broken	reading

## 254

build	easy	rang
built	early	sang

When you study a hard word,  
can you close your eyes and see  
the letters in their places?

255

one

three

five

two

four

six

Two times six make  
a dozen.

256

thing

sting

swing

learned

lesson

257

which

better

both

here

before

258

win

skin

spin

mice

nice

259

most

have to

dozen

nose

branches

among

none

build

built

260

yesterday	to-day	
only	thing	swing
other	burned	easy
country	early	broke

261

bright	might	
sight	right	light
tight	night	fight

262

hill	spill	
mill	bill	till
still	fill	will

Do you know how to make  
hard words easy?



263

windmill          another land  
wearing wooden shoes  
have to      country      which

If you could talk with these children, what should you like to have them tell you about?

264

dozen  
none

race  
face

nice  
bite

265

busy  
already

blue  
dress

clean  
shoes

266

end  
bend

send  
lend

build  
built

267

class  
desk  
add

paper  
pencil  
eraser

card  
reader  
page

268

Pencils sell for one cent each, or six pencils for five cents.



## 269

At school I always try:  
To do my best,  
To keep my desk neat,  
To keep my books clean,  
To know my lessons well,  
To learn to spell  
the words I need to write.

## 270

Select from the following  
review list any words which  
have been **hard for you**.

Drill yourself on these words.

# Review List

about	aunt	built
above	be	burn
across	because	burned
afternoon	been	busy
again	before	came
ago	began	cannot
ahead	begun	cards
almost	behind	carry
alone	better	carrying
along	black	cents
already	blue	child
always	books	children
among	both	Christmas
another	boxes	city
any	branches	class
apple	bright	clean
around	broke	clock
asleep	broken	close
ate	build	come

coming  
corner  
could  
country  
cut  
dark  
deep  
desk  
dinner  
dish  
doctor  
does  
doing  
done  
door  
down  
dozen  
dress  
drop  
each  
early

easy  
eaten  
eating  
eraser  
every  
fairy  
feet  
fight  
fine  
fire  
first  
flag  
floor  
flower  
foot  
for  
forget  
forgot  
found  
from  
funny

gives  
glad  
goes  
going  
gone  
good  
grass  
grows  
happy  
hard  
have to  
having  
head  
held  
help  
helped  
here  
him  
home  
hope  
house

houses  
hungry  
hurry  
jump  
just  
keep  
know  
learned  
leaves  
lesson  
light  
like  
load  
made  
mail  
making  
meat  
might  
mine  
morning  
mouse

much  
must  
nail  
name  
neat  
need  
new  
nice  
night  
none  
north  
nothing  
often  
once  
only  
or  
other  
our  
page  
paper  
pencil

people  
picture  
pie  
piece  
please  
potatoes  
put  
rabbit  
reach  
ready  
right  
road  
round  
running  
said  
school  
seat  
shed  
shells  
shoes  
should

side	teach	want
sight	teacher	warm
sitting	Thanksgiving	wear
sled	them	went
small	then	were
smaller	there	when
smallest	they	where
snow	thick	which
some	thing	white
sometimes	tight	who
soon	to-day	why
south	took	winter
squirrel	trying	wish
start	turkey	with
stem	uncle	wooden
stockings	under	work
stop	us	would
story	very	write
such	visit	yellow
taking	wait	yesterday

Review the words on page 30.





